

Leadership, School Administration and Financial Management

Training Module for Heads of Schools



State Council of Educational Research and Training

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Foreword



“School education is the main instrument for development and change, production and dissemination of knowledge, nation building and development of human resources for a competitive economy.”

The Heads of the schools are the kingpin of the educational system. They occupy the central position and all the activities of the school revolve around them. An efficient system of school management to a great extent depends upon the efficiency of the school heads. Their multifaceted role entrusts them not only with managing the school but leading it with a vision as a crusader to achieve certain goals of the school with a missionary zeal. The position of the Head who is above the teachers in the school is not just to dictate what one should or shouldn't do but to effectively lead, manage and participate in all the activities to make the teaching learning process in the schools most effective.

In Govt. schools, generally senior teachers are selected as Principals through promotion or they are directly selected through UPSC. It is a well known fact that teaching is different from managing a school. Therefore there is a felt need that the principals visualize the kind of job and how to organize and manage it. Because as a resident supervisor of an institution their job is complex and different as the demand for accountability and responsibility are being increased. The challenge before the school leaders is to generate the culture of excellence and creating the passion and sense of worth about teaching among the teachers, giving them independence and encouragement and of course mentoring leadership among colleagues.

Keeping in view the multifaceted roles of the school heads and the need to perform their duties efficiently the articles in this module are prepared by experts in the field of Education especially in Educational Planning and Management at school level. We hope that the reading materials will provide guidance and pathways to perform their duties in the most efficient manner.

“Failing to plan is planning to fail”

Rashmi Krishnan, IAS
Director, SCERT

Preface



Management processes and leadership enhances the quality and efficacy of the delivery of any system and education is no exception. There has been growing realisation that the full benefit of increased investment in the expansion of services and improvement of quality in education cannot be realised without an effective management and delivery system.

School education is a foundation stone for acquiring necessary knowledge and skills, nurturing inner potential, and fullest-development of personality of every child. The principal of a school is the one who leads and manages all the activities carried out in a school for providing quality education to each and every student.

The role of the principal is very challenging and at the same time very complex in nature. It has become more so due to the implementation of *Right to Education (RTE)* and *Rashtriya Madhyamik Shiksha Abhiyan (RMSA)*. Therefore, in order to perform their role and responsibility efficiently and effectively, school principals are required to be sensitised about important policy interventions and acquire necessary leadership and managerial skills.

The SCERT, Delhi, has taken the initiative for organising a five days training programme for the professional development of schools principals of Directorate of Education (DoE). This programme addresses the issues of educational leadership and management from a multidisciplinary perspective and covers a wide gamut of themes such as effective managerial skills, motivating teachers, students and others, inclusive education, transformational leadership, financial and human resource management in schools, managing time, conflict, stress and work life balance, strategic plan of school, taking care of environment, maintaining interpersonal relationship, RTE and RMSA.

“Any Institution is powered by a vision that everybody believes in and a unified action towards machining it a reality.”

Dr. Pratibha Sharma
Joint Director, SCERT

Contents

List of Contributors	ii
Foreword	iii
Preface	v
 Ensuring Inclusion - Role of Principals with reference to RTE by Renu Singh Consultant, Save the Children	 1
 RMSA - Its Implementation - Role of Principals by Prof. S.M.I.A Zaidi	 7
 Role of Head of School as a Mentor & Positive Discipline by Ms. Anita Satia DDE South Distt., DoE, GNCT, Delhi	 17
 Delhi Government Employees Health Scheme by Dr. P.K. Malik	 31
 E-Governance by V.K. Sodhi	 59

Contents

ICT in Education by V.K. Sodhi	75
Planning of Budget by K.G. Sharma Account Officer (Retd.)	81
Fundamental Rules by C.P. Kataria Account Branch, Department of Education	119
Tender, Quotation, Codal Formalities by Sudhir S. Verma Sr. Account Officer of Deputy Commissioner, Distt. North, Delhi	129



Ensuring Inclusion - Role of Principals with reference to RTE

by

Renu Singh

Consultant, Save the Children



Introduction

There is no doubt amongst all key players in the education sector, that capacity building through professional development of all personnel including principals and administrators is critical to make Right to Education a reality. This is because of the increased access and new emerging challenges in the wake of making education for all children in the age group 6-14 years a fundamental right.

The past decade has already seen an increased enrolment in primary and Upper primary levels as well as a significant decline in the number of OOSC in the 6 - 14 age group in India. According to the IMRB study(2009), the number of OOSC was 8.1 million in 2009, a reduction of 5.3 million children from the number reported in 2005. Table 1 shows the progress in elementary school education in the country from 2005-06 to 2009-10. The progress is particularly impressive at upper primary level.

Right of Children to Free and Compulsory Education Act - India

Date Commenced

1 April 2010

Summary

Provides for free and compulsory education to all children of the age of six to fourteen years



Table 1: Access and Enrolment

	2005-06	2009 - 2010
Primary Enrolment	124 million	133.4 million
Upper Primary Enrolment	43.6 million	64.4million
Elementary Enrolment	168 million	197.8million
GER Primary	103%	115.6%
NER Primary	84.5%	98.2
GER Upper Primary	59.2%	75.8
NER Upper Primary	43.1%	58.2
Elementary Enrolment in government schools + aided schools	126 million	146 million
Out of School Children+	13.4 million	8.1 million

Source: DISE, IMRB survey of OOSC

Amongst other issues, schools need to be able to address diverse needs of many new groups of children who were in the 'out-of-school' category coming into the fold of formal education. This poses immense challenges for all school personnel particularly the teachers and principals to address the needs of all these children who have remained till recently, outside the ambit of education due to ethnicity, gender, locational disadvantage, disability, poverty, street children and those engaged in child labour etc. The need of the hour is to find the means for schools faced with diversity in student cultural, experiential backgrounds, and abilities to provide instruction that is responsive and adaptive to the needs of all students



Main Features of the Right to Education Act



The main features of the Act includes the proviso that local authorities would identify out of school children above six years and provide them age appropriate placement and support through special services. There would be 25% provision for children from weaker section in private schools and no school can undertake screening for admission. Norms for minimum infrastructural facilities such as classrooms, boundary walls etc, pupil teacher ratio, and qualifications within three years has also been prescribed. Constitution of School Management Committees is prescribed for all schools and their role in supporting and monitoring school performance through the development of School Development Plans has been directed. Each state was asked in 2010 to develop Model Rules in the first year for implementation of the Act and states were expected to undertake school mapping and household survey's to identify all out-of-school children and maintain a record of all children with a special focus on hardest to reach children e.g street and working children, children with disabilities, children in institutions etc. The Act also focuses on quality aspects of education and school curriculums is required to focus on the all-round development of the child; building up a child's knowledge, ability and talent; learning through activities, discovery and exploration in a child friendly and child-centred manner. In order to provide child protection mechanisms the Act mandates that no child should be subjected to corporal punishment and mental harassment.

The recommendations of the Tenth Joint Review Mission of SSA (2009) highlighted that *'the selection and training of teachers are now among the most relevant factors shaping further progress towards all SSA goals, but especially Goal 4. Aims like non-discriminatory classroom interaction, stopping of corporal punishment and mental harassment (as required by RTE bill) and holistic pedagogy for meeting curricular requirements call for substantial improvement in identification, selection and training of teachers. Equally important is the need to put in place certain systemic mechanisms to bring about professional accountability among teachers.'*¹ This will remain an impossible unless principals are provided the autonomy and leadership skills to mentor and support the teachers. Principals have the central task of building schools that promote teaching and learning for all students (Peterson, 2002). Several research studies have identified the critical role of principals in recruiting, developing and retraining teachers, in creating a learning environment within the school.

¹ 10th Joint Review Mission of SarvaShikshaAbhiyan, Government of India (2009)





Critical Role of Principals

Leadership is defined as the ability to get all members of the organizations to perform tasks required to achieve the organization's goals and objectives (Bennis&Nanus, 1985). Exemplary leadership creates a sense of excitement about teaching and learning within the school and community by focusing on dreams and expectations of students, parents and the community. Cuban (1998) refers to leadership as an influence process. Leadership, therefore, is seen as key to influencing the motivations and actions of others to achieve certain goals. Senge (1990) noted that systems that change require a variety of leadership styles at different times in organizational development.

Principals are facing a complex environment and they have to change their roles to meet the changing external environment. They must coordinate the services offered to their students, and to ensure that these services reach those with the greatest needs; and at the same time to ensure that there is no disruption of the teaching and learning process in school (Goldring&Sullivan, 1996). School principals must serve as change agents of the schools (Lashway, 2003b). They are to lead change in schools to fulfill the requirements that society has largely demanded. Robin Brooke-Smith (2003) identifies five control parameters that determine the state of the system in which change agents function. These are rate of information flow, connectivity, diversity, power differentials and anxiety. These are all related to what Fullan (1999) describes as the "quality of relationships among organizational members".

Goldhammer (1971) comments that in schools that are extremely good, we inevitably find an aggressive, professionally alert and dynamic principal who is determined to provide the kind of educational program he/she deems necessary. Hechinger (1981) adds that he has never seen a good school with a poor principal or a poor school with a good principal. It is the leadership of the school that makes the difference between mediocrity and excellence.

RtE Act requires School Development Plans to be made with a view towards inclusion. Unless principals are able to align people within the school and create synergy between the community and the school, this will not be achieved successfully.

Effective leadership involves the alignment of people within the school. Aligning people means getting people to share the same vision and moving forward in the same direction. Aligning people with the same vision and a set of strategies for school improvements help produce the changes needed to cope with the changing environment (Kotter, 1990). Principals need to develop skills in getting people to work together as a team and when they have opportunity to develop high-performing work teams. Teams should be the basic unit of performance regardless of the size of the organizations (Kazenbach and Smith, 1993). School leaders must learn not to lead from the apex of the organizational pyramid but from the nexus of a web of interpersonal relationships, with people rather than through them (Murphy, 1992).

Principals must be willing to accept the risks and ambiguity that develop as they embrace new visions, based on new knowledge. New ideas may threaten some staff but they also offer opportunities for those willing to put the visions into practice (Murphy and Louis, 1994). Principals as well as staff must develop a change-enabling culture to adapt to the ever-changing competitive environment. Ensuring that children



enroll and stay in elementary education is dependent on a stimulating school environment which is conducive to meaningful learning relevant to child's life. Interventions aimed at preventing drop outs and repetition by improving quality should be emphasized. Teaching a purposefully heterogeneous classroom involves deep change in the nature of the curriculum. Language of Instruction must be given apt attention and Multi lingual Education adopted to ensure that specific groups of children such as ST and migrant children are given mother tongue instruction in the first years of schooling. Principals need to encourage and ensure that adaptations and modifications based on Individualised Education Plans are adopted for children with disabilities and other out-of-school children who are mainstreamed.

School principals must create an environment that promotes change. Change is inevitable if schools are going to improve. The principals must exude energy for and commitment to school improvement. They should encourage more communication between them and the various stakeholders – teachers, students, parents and community. Teachers have to believe that they can make a difference and have a commitment to do so. Principals have to have the ability to motivate the teachers. Undoubtedly the school education system needs to encourage leadership development in principals as well as give them the space to be innovative and autonomous. Principals need to emerge as strategic leaders i.e. they must envision the future in order to develop new approaches requires both knowledge and experience.

The new age principals must be the strongest champions of inclusion and display strategic wisdom based on a clear value system. The wisdom to make the 'best' decisions must always be based on what is in the best interest of the children. Principals are undoubtedly key to achieving 'Education for ALL'.





RMSA - Its Implementation - Role of Principals

by

Prof. S.M.I.A Zaidi



Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

**Launched in
2007**

Summary

Universalisation of access to and improvement of quality at the secondary and higher secondary stage

R.M.S.A. and other Central Schemes on Secondary Education

The experience of planned development in India can be traced back from the time of independence and specifically since the first five year plan was implemented in the country in 1950-51. However, this experience of about six decades of planned development in the country shows that in the field of education the process of decision making (i.e. planning) has been centralized either at the national level or at the most at the state level. Keeping in view that education is in the concurrent list of the Constitution of India, the development of education is the joint responsibility of the central government and state governments. But if we consider about the development of school education it has been more or less the states and union territories that are responsible for it. Focus has generally been on the state level activities as the responsibility of development of school education has been entrusted to the states and union territories and the role of Central government in this regard, i.e. in development of secondary education, has been very marginal.

If we take into account the secondary education sector it seems that it has been a neglected sector as states did not have, or may be could not, focus on this level education as they have been over burdened in making all efforts towards achieving the goal of universalization of elementary education which has been a Constitutional directive. The problem compounded as the Central government also did not significantly contribute to help the states and union territories develop the secondary education. There was hardly any role of the Central government in this regard and it was limited to establishing and managing only a few hundred secondary schools namely Kendriya Vidyalayas and Navodaya Vidyalayas and that even with specific purpose. It is for the first time that in a limited way in the 10th Plan and in relatively big way in the 11th Five Year Plan that Central government has taken some concerted efforts to promote secondary education sector in the country. These initiatives are in the form of launching various centrally sponsored schemes related to secondary education.

In the 10th Five Year Plan Central government launched three schemes namely Integrated Education for Disabled in Secondary Schools (IEDSS), National Merit cum Means Scholarship Scheme (NMMS) and Vocational Education to help states develop secondary education. However, the allocations made for these schemes in 10th plan were only Rs. 800 crore for IEDSS, Rs. 200 crore for NMMS and Rs. 350 crore for



Vocational Education scheme.

In the 11th Five Year Plan apart from these three schemes which still continue six more secondary education schemes have been launched by the Government of India and these are namely; Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Model School, Girls' Hostel, ICT @ School, Incentive for Girls for Secondary Education and Language Teachers scheme. Perhaps the most important schemes out of these five schemes is the RMSA that has been launched in March 2009 and is expected to cover whole country. This programme of RMSA perceives of operationalizing district level planning for secondary education in the country for the first time. It may therefore be noted that the decentralized planning for secondary education has reached to the third tier.

It may be noted that allocation for secondary education in the country that was Rs.4325 crore in 10th Five Year Plan has increased to nearly 13 fold as the allocation was to the tune of Rs. 52550 crore in 11th Five Year Plan. It shows that the Central Government has given more focus on secondary education in this plan to help the states to develop the secondary education sector in an effective manner.

Scheme wise allocation to centrally sponsored secondary education schemes show that in the 11th Plan RMSA scheme has been allocated Rs. 20120 crore, Model School scheme was allocated Rs. 12750 crore, Girls' Hostel scheme was allocated Rs. 2000 crore, ICT @ School scheme was allocated Rs. 6000 crore, IEDSS scheme was allocated Rs. 1000 crore, NMMS scheme was allocated Rs. 1680 crore, Incentives for Girls' scheme was allocated Rs. 1500 crore, Vocational education scheme was allocated Rs. 2000 crore and Language Teachers scheme was allocated Rs. 75 cr.

The Rashtriya Madyamik Shiksha Abhiyan programme aims at moving towards universalization of secondary education. While planning for secondary education under RMSA the vision is to make good quality secondary education available, accessible and affordable to all young persons in the age group of 14-18 years. The programme aims at providing secondary schools within a reasonable distance of any habitation which should be 5 kms for secondary schools and 7-10 kms for higher secondary schools. It further emphasizes on universal access of secondary education by 2017 and aims at increasing the GER at secondary level to 100 percent and attaining the goal of universal retention by 2020.

Main objectives of the RMSA programme are; to ensure that all secondary schools have physical facilities, staff and supplies up to the prescribed standards, to improve access to secondary schooling to all young persons according to norms, to ensure that no child is deprived of secondary education of satisfactory quality due to gender, socio-economic, disability and other barriers, to improve the quality of secondary education in enhanced intellectual, social and cultural learning and to ensure that all students pursuing secondary education receive education of good quality.

It is expected that a core group may be constituted at the district level that may be responsible for planning and management of the programme. This core group may have representation of both governmental and non-governmental persons and may be headed by the district programme coordinator who may be a full time in charge of the programme.

The unit for planning for secondary education under RMSA programme is district. However, it emphasizes that district plans should evolve as a result of planning at lower level and the process of planning should



start at schools level. In order to undertake the school level planning RMSA envisages that School Development and Management Committees (SDMC) be constituted for all secondary and higher secondary schools. This committee will be responsible for all school level activities including planning, data collection under SEMIS, implementation, monitoring evaluation and corrective actions on all interventions of RMSA at the local level. SDMC is expected to place before the block Panchayat/ Urban local bodies, all progress on each component/intervention of RMSA and all information and record that it is required to keep and update.

It is expected that districts will develop a perspective plan for a period of about 7 or 8 years and also annual plans for development of secondary education in the respective districts under this programme. Details about what the perspective plan and annual plan of the districts should contain has also been given in the 'RMSA : Framework for Implementation' document of this programme.

The programme (RMSA) meant for development of secondary education launched in March 2009 is funded by the Central government and state governments jointly and funds will be given by these governments in the ratio of 75 and 25 in eleventh five year plan with the exception of north eastern states where the ratio will be 90 and 10. However, in the 12th plan this ratio will change to 50:50 for all states and union territories but the ratio will remain the same 90:10 for the north eastern states.

Though 2009-10 was the first year of RMSA implementation but district level planning could not be undertaken in the year because of lack of time and the indicative plans developed and approved along with release of funds were only state level plans. However, in year 2010-11 states have undertaken district level plan formulation exercise as this has been made mandatory by the Central government. It may therefore be noted that district level planning for secondary education has actually been operationalized in the country from this year as a result of implementation of RMSA programme. District plans of almost all states have already been approved by the Central Government for the year 2010-11 and the process for preparation of district secondary education plans under RMSA for the year 2011-12 has also begun in many states of the country.

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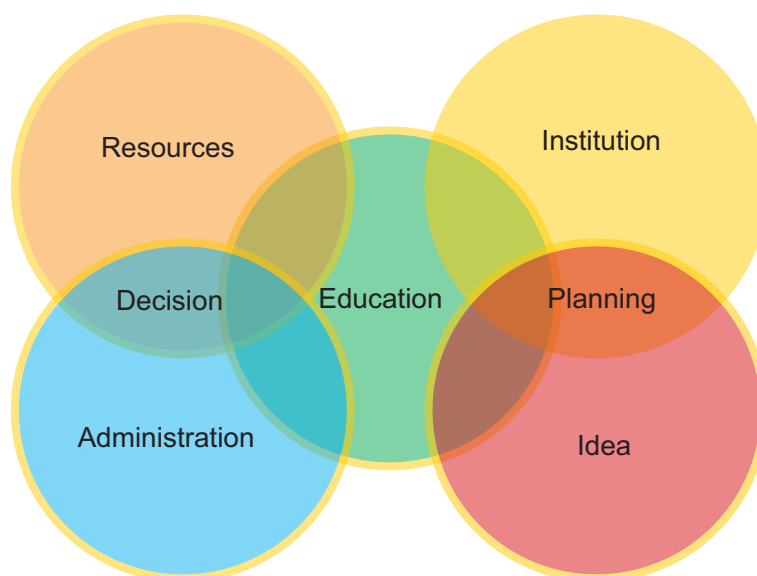
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Institutional Planning

Planning is a process of decision making to achieve pre determined objectives by ensuring optimum utilization of available resources in a specific time frame. It may be noted that in vast countries which have administrative structures available at different levels planning has to be carried out at various hierarchical units. Thus the concept of multi level planning is applicable in India and in many other countries of the world. In big country like India these units for planning are namely national, state, district, block/taluka/mandal/ward and village level. However, in the field of education the planning exercise is supposed to be carried out even at a level below village i.e. planning at the schools/college/university level and this is termed as 'Institutional Planning'. It is desired all the educational institutions, right from primary to higher education, may develop their own plan for carrying out their activities properly.

Broadly speaking institutional planning is the systematic and comprehensive method of achieving the objectives of the institution in an efficient and effective manner. It can be seen in the educational institutions that all the people working in the institution are involved in planning exercise in some way or the other. For example the headmaster makes the overall plan for the institution, teachers plan their time table and about the courses to be taught by them during the session, the student make plan of study during the session and non-teaching staff also tries to systematically do their work in each session. Thus it is clear that some sort of planning is undertaken by all personal attached to the educational institutions. Despite that there is a general feeling that no institutional planning is carried out in India. The reason behind this feeling is that there is no systematic, coordinated and comprehensive planning exercise undertaken at the institutional level on the short and long term basis. Everyone plans at his own place for his own job but because of the lack of coordination the overall objectives of the institution are many a time not achieved well. Institutional planning exercise does not mean a plan of just one group of workers of the institution without involving others. It is rather necessary to involve all those, in the process of planning, who are supposed to implement it in the institution.

Since, the basic idea behind the institutional planning is to achieve the overall objectives of the institution, the planning is not only to be done for the academic programmes but it may also take into account the extra curricular activities and support services like library, laboratory, hostel, social services etc. In this regard





the plans may be made keeping into view the broad objectives envisage in the National Policy on Education, the objectives aimed by the state education machinery and the specify aims of the institution itself which have been anticipated when the institution was established. Thus, it should include panning for core activities aimed at achieving the specific objectives. Various institutions may differ in planning when trying to fulfill the specific aims of the individual institution but it does not mean that the process of planning to achieve national and state level goals of education will be same for all institutions. Since every institution differs from the other in its situation of enrolment, teachers, infrastructure, parental cooperation, community involvement etc. any one institution can and should not copy the planning process of the other. In this respect only general guidelines can be laid down for developing plans of the institutions. Further the same methodology may not be necessarily applicable for developing institutional plans for primary, middle or secondary/higher secondary schools.

Here in this paper when we discuss the institutional planning process our focus is generally on the secondary/higher secondary level schools. Broadly the objectives of institutional planning for secondary/HS schools will be: to ensure the smooth and regular running of the school for uninterrupted teaching/learning process; to improve the methods of instruction; to improve library/laboratory services and equipments; to ensure optimum utilization of existing facilities; to harness community resource; to involve local community; parents etc. to improve the school; to develop co-curricular programmes like games and sports, culture programmes, social service like adult education, youth services; to utilize properly the ecology and environment around the school etc.

In the process of institutional planning the involvement of various levels of organization is necessary. At the first step the national objectives should be kept under consideration. For this purpose the role of education as envisaged in the constitution of India and in the National Policies on Education should be taken into consideration before making any plan for the institution. At the second level the curriculum framed by the state education department for various classes and the courses to be taught may be the consideration. The guidelines from the state government regarding the introduction of various subjects, languages and medium of instruction are to be kept in view. The district level organizations/officials are mainly responsible for the inspection, supervision and evaluation of the secondary/higher secondary level schools. It is therefore necessary to involve the district officials in the process of planning at institutional level and seek their help and cooperation. In this process the district level educational officers will not only extend their help but they will also realize the problem of the institution regarding infrastructure and staff etc. And ensure to overcome these problem which otherwise cannot be done. Finally at the local level the parents and the local community should certainly be made part of the institution in the process of planning and its implementation. Institutional planning can be successful only when the parents and local community cooperates with the staff of the institution and give its contribution for the development and improvements of the school. Similarly at the institution level all personnel including teachers, non-teaching staff and even representatives from students should be involved in developing institutional plan and thus process of developing institutional plan should be participative in nature. The advantage of the involvement of all persons of school in the planning process is that they will feel that it is their own plan and it is not something which is forced upon them from higher ups. Further the difficulties which are likely to emerge in the process of implementation of the plan may be discussed at the time of planning and thus the steps can be taken to overcome them.





Process

In the educational institution generally plans for one academic year are formulated and the areas covered in this respect are the academic schedule, developmental activities, extra-curricular activities, budget and finances etc. All these activities are undoubtedly within the scope and coverage of institutional planning, what seems to be really required in this regard is that these activities should be planned systematically keeping in view the objectives of institution. In this process the institution may proceed through the stages mentioned below:

At the first stage an estimation of the needs of the institution is required. What are the deficiencies in the institution which need to be removed in a decided time period say one year, two years should be very clearly identified.

At the second stage a comprehensive survey of the existing resources should be done. In this respect the survey of physical facilities including number of rooms, laboratories, library books, apparatus, teaching aid, playground and other games and sports facilities etc. should be done. Further the number of teachers available subject-wise, non teaching and supporting staff available as well as the enrolment in various classes should also be kept in view. How much support the institution can get from the local community should also be roughly estimated.

At the third stage estimation about how far the existing resources, human and physical both, are utilized in the institution, is necessary. This will give a clear idea as to how much resources, already existing in the institution, could not be utilized at all or could not be properly utilized. A comprehensive idea about the unutilized or underutilized resources is the most important aspect of institutional planning.

The final stage is the formulation of plan for the institution. At this stage it may be felt that more resources are required as the plans cannot be properly implemented with the existing resources. Firstly, it is desired not to make very ambitious plans which means it should be within the reach of the institutions' existing resources. Secondly, a prioritization should be made to decide which activities need immediate action and which activities that can be taken up at later stages.

In the meantime more resources may be mobilized from the community to the extent it is possible and simultaneously demand should be made to the government. However what is more important in institutional planning is that maximum utilization of the existing resources should be ensured. In this regard optimum utilization of human resources is key aspect of institutional planning.

The institutional planning should address all the major areas of activities of the institution. It may include planning in academic programme, co-curricular activities, in-service training of teachers and their professional growth, school services and utilization of resources available in the institution to its maximum etc. Thus the plans may be short term for one academic session as well as long term for term for three to five years. It will ultimately help to reduce the stagnation and wastage in the institution and improve the overall quality which will be reflected in the form of good result in the public examinations and better performance of students in co-curricular activities.

The major areas of planning at the institution level include: Teaching Learning Process, Co-curricular Activities, Budgeting and Finance, Environment/Ecology, Work Experience and General Administration.



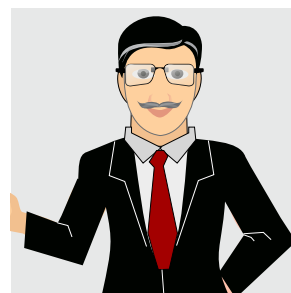


Role of Stakeholders

As far as the secondary/higher secondary education is concerned the stakeholders include the headmaster/principle, teachers, non-teaching staff, student and the community to which the school is serving. In the process of institutional planning there is important role of all these persons who are directly or indirectly involved in the educational development of there area. The role of these persons in institutional planning is as discussed below:

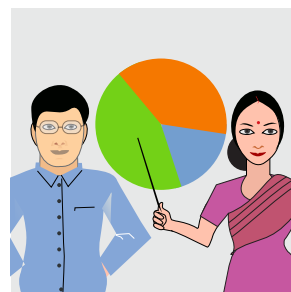
Principal/Headmaster

The head of the institution i.e. headmaster/principal has a key role in the institutional planning. He is initiator and facilitator in the process of planning for the institution. In this regard the principal will have to proceed in a planned manner. The first job he is supposed to do for institutional planning is to have a clear idea about the whole school system. He should not only be aware about his staff but he may assess the strengths and weaknesses of his staff members also specially the competence of his teaching staff. Keeping these aspects into account he is supposed to create the ground for bringing about the necessary change in the style of working of the staff if he feels it relevant to improve the overall efficiency of the institution. The principle may take the following steps in the process of institutional planning.



Teachers

As discussed above, after the head of the institution the role of teachers is most important. In the process of planning all the teachers may coordinate and cooperate and become equal partner to it. In the academic activities it is only teachers who can help in developing the institutional plan. They may cooperate and contribute for preparing the time table of school, deciding about the courses and taking various courses by the teachers. The teachers may help the head of the institution in planning for various academic, extra curricular and cultural activities. Further they may ensure the proper and effective implementation of the plan because it is they who are the real implementers. Even teachers have important role in monitoring the implementation of the institutional plan.



Non-Teaching Staff

Since the institutional planning focuses on in all the major areas of activity the role of non-teaching staff which includes administrative staff, library staff and laboratory personnel etc, is crucial. They may help the principal and teachers in the process of planning in area of development of sports activities, library, administration, laboratory etc. Their involvement will facilitate to highlight the difficulties and problems faced in these areas and will help to take proper care in overcoming these problems before finalizing the plans. Again they may not only cooperate in the implementation of the plans but implement the plans in the true spirit of the sense. The smooth functioning of the institution can be ensured only when the non-teaching personnel work efficiently and coordinate their activities with the teaching staff properly.





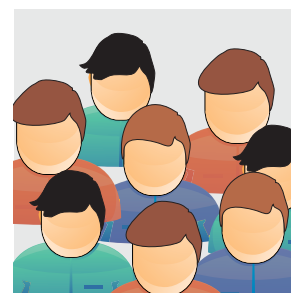
Students

In the process of institutional planning the role of student has not generally been recognized much so far and that is specially true for secondary/higher secondary schools. But in the process of developing institutional plan the involvement of students is also important because it is they for the benefit of whom the whole exercise is carried out. On the one hand it will give a feeling to the student that they are the part of the planning for the institution and on the other hand they will act responsibly and maintain discipline in the institution. Since their involvement will develop a feeling among them that they are a party to the institutional plan there will not be a possibility of clash of interest between them and teachers or principal or administration. All of them will work as a unit and the problems of students may thus be taken care of before the plans are finalized.



Parents/community

The local community can play important role for the development and progress of the educational institution. It is therefore desirable to involve the local community in the process of institutional planning. While making the plans for the development of the institution representatives from local community might be called so that they may be sensitized about the affairs of the institution and mobilize the people for taking interest in it. The scarcity of resources can, to some extent, be overcome if the local people take active part in the developmental plans of the institution. The community may be mobilized through the influential parents of the institution and the local leaders to ensure that they come-forward and contribute the way they can, for the development of the institution. In this respect the teachers, the students, and the management of the institution may be asked to contact the local people and seek their cooperation and help for the betterment of the institution.



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